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AUTHOR Pena, Deagelia M.; Hill, Florence
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ABSTRACT

This paper presents some of the results of a survey of participants in the Detroit Public Schools Management Academy's Required Management Seminars and includes suggestions for full-scale evaluation of a program such as this, which ultimately seeks to improve achievement. Questionnaires were sent to 400 participants, most of whom were principals or vice-principals, age 50+, who had worked in the school system more than 20 years. Respondents identified concepts more often than skills when asked to identify the most practical things learned from the sessions, and recognized the value of the learned skills to their needs and the needs of the school. In the ratings of the most practical and important sessions, the sessions dealing with self-improvement were rated highest; followed by sessions related to concrete, job-related issues; and finally, sessions dealing with more remote and controversial issues. In the context of full-scale evaluation, a survey such as this is most valuable for identifying program areas needing improvement. The impact of the seminars on the participants's management behavior would be the second phase of an evaluation. A third phase would review the program's impact on achievement as measured by student test scores and quality of teaching, teachers, and school activities. (DCS)

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Effective Management: Important Aspects and Impact on Achievement

By

Deagelia M. Pena, National Education Association

and

Florence Hill, Detroit Public Schools

Presented at the
American Educational Research Association
Annual Conference
in New Orleans, Louisiana, April 23-27, 1984

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Background of the Study

This paper presents some of the results of the "Survey of Participants in Required Management Seminars" conducted by the Detroit Public Schools Management Academy in the fall of 1982. The survey participants were 197 Detroit Public School administrators who had attended the 1980-81 and 1981-82 Required Management Seminars offered by the Management Academy staff and consultants. The survey was designed to gather information that would help the Academy to evaluate the effectiveness of the seminars, as well as to assess needs and problems of the participants that hindered their achievement of the seminar's goals.

When the Management Academy was established on January 1, 1979 as a self-renewing permanent part of the Detroit Public Schools, it carried the mandate issued by General Superintendent Arthur Jefferson in his 1977 A Call to Action, namely, "to improve the performance of all administrative staff--from school department head through the General Superintendent." by offering "training in leadership and decision making, planning and organizing, supervision and appraisal."

Among the wide variety of management development opportunities offered by the Management Academy are the Required Seminars which all Detroit Public Schools administrators are required to complete within four to five years.

These seminars are designed to provide a common base of essential management and leadership information for all participants in order to facilitate coordinated and efficient management of the Detroit Public Schools system. Now in its last year of a four-year sequence of Required Management Seminars, the Academy, to date, has awarded 975 certificates of completion and had a total of 1857 registrations.

The target groups for the first-year sessions in 1980-81 were the Executive Staff, Principals, Directors, and Curriculum Administrators. In the second year, 1981-82, the target groups were the Assistant Principals, Assistant Directors, Personnel and Budget Administrators. In the third year, 1982-83, the sessions were targeted at the school-based Department Unit heads and Supervisors. In the current year, 1983-84, the target groups are all administrative and supervisory groups who were not accomodated (or only accomodated in part) in previous years, plus newly promoted administrators and supervisors.

The survey on which this report is based involved, to a large extent, the group composed of Principals, Assistant Principals-In-Charge, Directors, and Assistant Directors.

By improving the management and leadership skills of administrators at the central, region, and school levels through its training programs, the Management Academy hopes ultimately to improve the quality of the education of Detroit's more than 200,000 students. The crucial role of effective leadership in the success of the Detroit Public Schools system --the nation's sixth largest--cannot be overemphasized.

Two recent major reports critical of the state of American public education addresses, among other issues, the role of leadership in improving the quality of American education. The National Commission on Excellence in Education issued in April 1983 a report called A Nation at Risk. It concludes that the trend of deteriorating quality in public teaching "stems more from weakness of purpose, confusion of vision, underuse of talent and lack of leadership than from conditions beyond our control" (p. 15). To implement the report's last major recommendation entitled "Leadership and Fiscal Support," the Commission members suggest that

> Principals and Superintendents must play a crucial leadership role in developing school and community support for the reforms we propose, and school boards must provide them with the professional development and other support required to carry out their leadership role effectively. The Commission stresses the distinction between leadership skills involving persuasion, setting goals and developing community consensus behind them, and managerial and supervisory skills. Although the latter are necessary, we believe that school boards must consciously develop leadership skills at the school and district levels if the reforms we propose are to be achieved (p. 32).

Another major report on public education is High School: A Report on Secondary Education in America, issued in 1983 by the Carnegie Foundation for the Advancement of Teaching. It points to the culpability of educators in these words:

> Lack of leadership, confusion over goals, a smorgasbord of curriculum, a decline of academic standards, all have contributed to the weakening of public education. Schools must not just follow, they must lead" (p. 38).

The authors conclude that

> ...if the goals we set forth in this report are to be accomplished, strong leadership will be needed to pull together the separate elements in the school and make them work" (p. 219).

It is heartening, therefore, to know that one of the reports' imperatives for educational reform, namely, effective leadership, has been anticipated in many quarters around the country, including the Detroit Public Schools. It is clear that what the reports recommend with regard to improving management and leadership skills in the schools has already been underway in Detroit through programs and services offered by the Management Academy.

The Survey Questionnaire

An eleven-page questionnaire, which took about one hour to complete, was sent to the 400 participants in the 1980-81 and 1981-82 Required Seminars. Of these, 197 completed and returned the questionnaires. All the items in the questionnaire were written in either alternate-choice or multiple-choice form. They were largely based on the answers in the evaluation sheets that participants were asked to complete immediately after each seminar, and on the results of the 1982 preliminary open-ended questionnaire survey of a random sampling of 1980-81 seminar participants. Thus, the alternative items in the questionnaire were obtained from the responses of the sample participants in the preliminary survey.

Except for a brief section on "Background Information" about the respondents and a concluding section on "Summary

Questions--All Sessions." the questionnaire was organized around the five major seminar topics: (1) Managerial or Situational Leadership, (2) School Manager and the Law, (3) Planning for Improved Achievement, (4) Corrective Discipline, and (5) Performance Appraisal. The seven questions asked are identical for all five sessions, but the response categories under each question vary from one session to another. The seven questions asked of all respondents are:

(1) What are the most practical and useful things (information, concepts, skills) that you learned from the seminar?

(2) How important are these things to your needs as an administrator and as a professional, and to the needs of the school?

(3) Which of these specific skills have you been able to put into practice?

(4) What kinds of impact will the skills you checked in item 3 have on student achievement and staff performance?

(5) Have you acquired some other skills from this seminar, but have been unable to put them into practice?

(6) In general, what problems, if any, tend to interfere with the application of what you have learned?

(7) The statements below are re-statements of the seminar objectives. Please indicate whether you believe these objectives are now being achieved, and whether the achievement is mostly an outcome of your seminar participation.

Composition and Characteristics of Respondents

An analysis of data from the section of the questionnaire which obtained background information on the respondents reveals that the typical respondent in the survey was

either a principal or assistant principal who has been in the position for 14 years or less, is 50 years old or older, was formerly a teacher or assistant principal, and has worked in the school system for more than 20 years. His/her highest degree is a Master's degree. Within the last two years, he/she has read books on management, leadership, supervision of instruction, stress, and performance appraisal. In the 1980-81 survey, most of the respondents were principals, in 1981-82, most of them were assistant principals. This background information should be kept in mind when the survey data is considered according to respondent position and administrative unit.

The general composition and characteristics of the survey participants are highlighted in more detail below:

Position: Of the 197 respondents, the majority (77%) were either Assistant Principals (40%) or Principals (37%)

Sex: There were more male participants (70%) than females (30%). This proportion of males to females was true to both session years, although there was a slight increase in female participation the second year, thus:

1980-81: Male (72%) - Female (28%)
1981-82: Male (68%) - Female (32%)

Age: The great majority of participants (68%) were fifty years old or older. This age-group comprised 65% of the 1980-81 participants and 70% of the 1981-82 participants. In both session years, more than three-fourths (76%) of the principals were fifty years old or older.

Position prior to present status: The previous position held by the participants included that of a teacher (88%) or assistant principal (89%).

Number of years in present position: More than one-third (37%) of the participants had been in their present positions for less than five years; about 24% from five to nine years; and 27% from ten to fourteen years. Nearly half (48%) of the Assistant Principals have held their position for less than five years, while more than a third (38%) of the Principals have been in their jobs from ten to fourteen years.

Administrative unit: Given the preponderance of Principals and Assistant Principals among the participants, it is not surprising that, overall, 74% of the participants are working in schools.

Number of years in the school system: The great majority of the participants (83%) have been working in the school system for more than twenty years.

Highest degree held: Nearly three-fourths (73%) of the participants reported the Master's degree as the highest degree held. Only 14% (ten) of the Principals, and 7% (five) of the Assistant Principals have doctorates.

Books read: About 72% of the participants reported having read, within the last two years, books on management; 62% on leadership; 62% on supervision of instruction; 56% on stress; and 52% on performance appraisal.

Analysis of Data

In a typical research project, most data are subject to statistical analysis that leads to inferences from sample to population. In such research study, data are quantitative per se, e.g., scores in tests, number of children, length of service, etc. In this survey--as in many surveys requiring multiple responses to questions--the responses, although not quantitative, are nonetheless quantified to lend themselves better to data organization and logical analysis. The quantification is basically a simple assignment of codes to the different categories of responses.

It would seem that analysis involving only the frequency

and percent distribution of responses to a question would not yield much information. However, this type of analysis is the initial step that leads to the more challenging task for the analyst: the careful scrutiny of those distributions as they relate to many factors--hidden and apparent--such as demographic characteristics, perceived achievement of objectives, and problems that remain constant across different situations.

The quantitative part of the questionnaire consists of introductory questions on respondent characteristics, such as years of experience, position , and age. These characteristics were used in breaking down the responses to the main questions by position, administrative unit affiliation, age groups, etc. It is therefore, possible to discern differences in responses between subgroups of respondents. For reporting purposes the primary tables were used to derive secondary analytical tables.

The purpose of this paper is to present the highlights of the results of the survey, and to articulate on the approach to evaluation, given the constraints such as the absence of objective data.

Criteria of Success

The criteria of success in the achievement of the objectives are:

Percent of Responses	Achievement of Objectives
75-100	Highly Satisfactory
65-74	Satisfactory
55-64	Unsatisfactory
Below 55	Highly Unsatisfactory

Percent of Responses	Effectiveness of Session in Achieving Objective
75-100	Highly effective
65-74	Effective
55-64	Not effective
Below 55	Highly ineffective

On the basis of these criteria, the most successful objectives are operationally defined as those perceived by 75% or more of the respondents as having being achieved, and that 75% or more attributed the achievement to the seminar participation. The appropriate interpretation of "successful" and "unsuccessful" objectives is one that examines them in the light of the skills learned, the importance of these skills to the participants, and the problems inhibiting learning or application of skills learned.

Results

Concepts and Skills Learned. The following are the highest three items from each session checked by the participants as the most practical things learned.

(1) Awareness of one' _eadership style

(2) Knowing how an improvement in administrative style will have constructive impact on staff

(3) Ability to critically examine and evaluate one's leadership style

(4) Importance of efficient and accurate documentation

(5) Importance of following due process in dealing with rights of students and staff

(6) Importance of objectivity, witnesses, and interviews

(7) Relationship between effective planning and achievement

(8) Importance of leadership in planning

(9) Sharing the responsibility of planning

(10) Due process and just cause

(11) Proper methods of documenting

(12) Study of appropriate disciplinary procedures which are corrective in nature

(13) A systematic appraisal model that can improve quality of instruction

(14) Encouraging development of higher levels of expectation and objectives

(15) How to develop and identify criteria for satisfactory teacher performance

The percentages of respondents checking the above items range from 60% to 91%.

In the more detailed report to the Detroit Public Schools Management Academy, these items may be viewed in contrast with those items that received low ratings. The detailed report also relates these perceptions to the importance given to the same items by the participants. In general, this much can be said. It is noteworthy that most of the items gained from the seminar were concepts rather than skills. Whether or not this distinction was intended by the program, the clarification of concepts of leadership and management, planning for improved achievement, corrective discipline, and performance appraisal is of utmost importance; no performing skills can be successfully achieved without a clear concept of those skills. This is true in any field of endeavor.

An ingredient to successful training, which is equally important is the recognition of the value of the skills being learned. In the survey the participants were asked to rate the importance of the same items (information, concepts, skills) to their needs and to the needs of the school. The response was overwhelmingly high for most of the items, much higher than the proportion checking corresponding items learned from the seminar.

The sessions, in the very least have successfully trained the participants in conceptual skills and have brought to recognition the importance of certain skills. Having attended to these two important factors--concepts and values--seminar planners could use detailed results to decide on narrowing down objectives and then planning action-type training probably in the form of workshops versus lecture seminars.

Problems. As mentioned earlier the most crucial problems should be resolved, if a program is to succeed. There are four problem categories identified by the survey. These are:

(1) Lack of support from superior and other administrators

(2) Lack of cooperation of staff, subordinates, or community

(3) Time constraints, work load, and daily school problems

(4) Lack of financial support

If any practical learning and application are to be expected from future seminars and workshops, these problems should be resolved.

Achievement of Objectives. On the basis of the criteria described earlier, Table 1 is a scheme for identifying objectives that have been most successfully achieved. Quadrant I contains the list of objectives that were perceived to be achieved, with achievement attributed to the seminar participation. Quadrant II contains the objectives that were successfully achieved but probably not on account of the seminar. Quadrant III contains those objectives not successfully achieved but to whatever extent they are achieved, their achievement was attributed to seminar participation. Quadrant IV contains those objectives which were neither achieved nor could be attributed to seminar participation. Interestingly, of the 24 objectives of the first five sessions, 13 (Quadrant I) were most successfully achieved, and two objectives (Quadrant IV) were not successfully achieved. (See Table 1 on the next page.)

These thirteen successfully achieved objectives are listed below:

(1) Identify characteristics and actions of a leader

(2) Assess one's leadership potential and style

(3) Relate leadership skills to the attainment of organization objectives

(4) Specify and use appropriately laws and policies that affect both student and staff

(5) Operationally define planning

(6) Identify the purposes and kinds of planning

(7) Identify the characteristics of an effective plan

(8) Agree on the essential steps in the planning process

Table 1. Distribution of Objectives by Perceived Achievement of Objectives and Attribution to Seminar Participation.

Perceived Achievement of Objectives [1]	Attribution to Seminar Participation			
	Highly Effective (75-100%)	Effective (65-74%)	Not Effective (55-64%)	Highly Ineffective (Below 55)
Highly Satisfactory (75-100%) Satisfactory (65-74%)	I: (++) S1 - 1, 2, 4 S2 - 3 S3 - 1, 2, 4, 5 S4 - 2, 4 S5 - 2, 5, 6		II: (+-) S1 - 5 S2 - 1, 2 S3 - 6 S4 - 1, 3	
Unsatisfactory (55-64%) Highly Unsatisfactory (Below 55%)	III: (-+) S1 - 3 S2 - 3 S3 - 3 S5 - 3		IV: (--) S5 - 1, 4	

Note: S1 - 1, 2, 4 means First Session, Objectives 1, 2, 4.

[1] See attachment: List of Objectives by Session Number

(9) Initiate appropriate disciplinary procedures which are corrective rather than primitive

(10) Follow legal mandates of due process and just cause in all disciplinary cases involving corrective discipline

(11) Create an environment for performance improvement

(12) Develop and implement plans for improved achievement

(13) Differentiate between appraisal and discipline?

The Use of the Questionnaire as an Evaluation Tool

There is a widespread notion that a program cannot be evaluated with the use of the survey questionnaire. Indeed there has been an increasing need for educational evaluation in the last two decades as innovative programs for academic improvement mushroomed. Funding of these programs required that an evaluation should be conducted. Many program evaluators measured the effectiveness of programs by using subjective ratings and subjective responses to a questionnaire. The authors believe that this controversial method of assessing the effectiveness of programs was an outcome of the requirement to evaluate programs if funding was to be granted or continued. At the same time, until recently, there was a dearth of literature on evaluation methods, and a scarcity of experienced evaluators.

With the rising need for evaluation, educational researchers trained in experimental design, sampling methods and other sophisticated research designs jumped in the band

wagon of evaluation to "correct" the ills of evaluation conducted by their less research-oriented colleagues.

The typical educational practitioner-evaluator is very knowledgeable of what actually goes on in the educational arena of the real world as one might call it. S/he is most aware that students cannot be put in a pot and pulled at random for an educational experiment; h/she knows of the legal implications of creating a control group which will be denied the "treatment of a new educational method." S/he may have been a program implementor before and/or was a teacher who once knew by "insight" whether John or Ann learned, but, of course, could not give a valid proof. On the other hand, the typical researcher/evaluator had less exposure to the real world of program implementation and educational improvement, and probably was most recently doing graduate work involving educational experiments and hypothesis testing.

Naturally the existence of the big gap between these two orientations of evaluators resulted in the arrogant criticisms of both approaches.

The beauty of statistical inference is the capability of its methods to measure "errors." Research in general is appraised on the basis of sampling procedures, research designs, and choice of appropriate statistical methods. On the other hand, evaluation has yet to establish its standards of performance.

The Survey Questionnaire is a valuable tool, as a

component of an evaluation package, for how else can one know what the participants think of the program unless one asks them? And how can the participants' perceptions of learning acquired, the importance of things learned, and the concommittant problems be completely ignored? It is not always true that an "objective observation" as a data collection technique is more accurate than an opinion survey. In either case, the design and the way data are analyzed and interpreted are essential factors. The conduct of an evaluation starts simultaneously with the beginning activities of the program in order to make changes and decisions for program improvement, and therefore for maximizing effectiveness. Thus the questionnaire, even for this reason alone, has an important place in the conduct of evaluation. If the program being evaluated consists of management training seminars in a school system, there is no way that the impact on achievement can be measured after five sessions. At this early stage of the program--the initial phase--the most valuable information that should lead to decisions on program improvement would be what the participants think. Plans should then be made to monitor applications of skills, and ultimately to assess their impact on achievement.

For survey results to be most useful, the design of the questionnaire, the mode under which it will be administered, and the plan for its analysis are most important if the survey questionnaire is to be used as part

of the total evaluation process. The participants of the Detroit Public Schools Management Seminars were the experts, more than anyone else, in giving the evaluators insight on basic issues related to program effectiveness.

Impact Evaluation

Impact on Management Behavior. Rossi (1982, p. 170) defines impact as effects of intervention. Thus,

Gross Outcome	=	Effects of intervention (net outcome)	+	Effects of confounding factors

The impact of the management seminars on the participants' management behavior, would be the second phase of the evaluation. Meanwhile, training seminars and workshops continue. This means that program implementation and evaluation are concurrent activities. We have touched briefly, in an earlier section, how the results of this initial survey may be used to redefine goals and objectives and program plans. While changes are being made, the second phase of evaluation will measure impact on school management.

As a first step, outcome measures of impact should be identified. To illustrate, since time constraint has always been an inhibiting factor, aspects of time management may be explored to define some of the impact variables. for instance, the events of a sample day or a sample week in a principal's office will be recorded. The percentage distribution of the different categories of events will give a picture of how

the principal managed his/her time. A systematic observation instrument is appropriate for recording these events. Methods of systematic observation may be gleaned from Flanders (1970), Pena (1975), and Pena (1971). The method is the sequential recording of events, every unit of time such as every three seconds, or every fifteen minutes. If recording takes place before and after the training sessions, an analysis of the difference between the two periods may be made to assess the overall effectiveness of the program, i.e., the "applications back home" of things learned from the seminar or workshop. A distinct advantage of this method is that it offsets the sensitive problem of having an outside "evaluator" observe the participants in their work environment to assess impact, or to administer other evaluation instruments that are often not welcome by the subjects. The participants may be trained to observe his/her own behavior (e.g. using a videotape) in a given time frame, and obtain data using systematic observation. This method is analogous to the use of interaction analysis to improve classroom behavior and eventually to improve achievement.

Thus in Rossi's model, the gross outcome measures would represent the achievement of the objectives. With an appropriate experimental design the effects of the confounding factors can be measured. The result of subtracting the effects of confounding factors is the net outcome representing the training impact on management behavior.

Impact on Achievement. The impact on achievement is

the desired ultimate outcome. Measuring this impact would be the third phase of evaluation. At this point it will be more clearly seen that the further the outcome is removed from the intervention, the more difficult it is to assume causality. Nevertheless some hypotheses on impact on achievement should at least be formulated. If measures of achievement are made by the Detroit Public Schools at regular intervals, then these same measures may be used.

The schedules of workshops and training seminars may be staggered so that, randomly, administrators receive training at different times, preferably with a gap of a year or two. If this is done then there would be two or more groups of schools to compare in achievement scores.

Measuring impact on achievement may be conducted not only quantitatively through test scores but also qualitatively. The qualitative descriptions would be more focussed on teaching, teachers, and school activities.

As school administrators develop new ideas, they will record these ideas and how these are translated into action type events or programs involving teachers and staff, and then identify from which component of the training workshops the ideas were derived.

A matrix representing training components as rows and management plans and activities as columns may be a good way of associating management activity with training component. With the increasing use of personal computers, management

programs may be used to facilitate recording and management activities.

With increasing teaching effectiveness one would want to presume increased achievement. These qualitative data may be analyzed logically to see the relationship between management training on the one hand, and teaching and learning activities on the other.

Thus we may attempt to measure the impact of management improvement on achievement both quantitatively and qualitatively with the end result of a strong hypothesis on the impact.

Summary, Conclusions, and Recommendations

The participants rated the session on Managerial Leadership as the most practical and important session, followed by the sessions on Corrective Discipline, Performance Appraisal, The School Manager and the Law, and Planning for Improved Achievement. One interpretation of this order of rating is that self improvement (managerial leadership) ranks high in priority. The next two sessions Corrective Discipline and Performance Appraisal ranked next in being most practical and important apparently because these two sessions compared to the remaining two addressed themselves more directly to concrete job related issues, whereas the two lowest ranking sessions--The School Manager and the Law, and Planning for Improved Achievements--dealt with more remote and controversial issues.

The majority of respondents did not suggest any changes in the content and management of the training sessions.

They did not think that the sessions were too long, or that too much information was being imparted in one day. The greater majority thought that the Required Sessions were well planned and implemented and that all consultants were highly qualified and prepared. The same proportion of participants felt that they benefited much from the training program; these benefits were well articulated in the responses to the open-ended questionnaire. Therefore, most of them recommended that the training program be repeated, in two years, because "we will need an update and review of information to reinforce and support our new practices as a result of the 'Required Sesiions."

The participants, however, were quite concerned about being away from their schools for long periods of time to attend the seminars. They suggested providing some type of local school coverage while at the Academy "so administrators do not feel so uncomfortable while they are out of their building." Others also suggested shortening the time administrators are required to be away from their buildings.

Another concern of participants related to changes needed in the "organizational structure so that each unit in the structure relates specifically to achievement."

A re-examination of the objectives that have not been achieved is in order. A quick survey of the administrators--both participants and non participants--may be undertaken to rate the importance of those objectives that have not been achieved. The results would give the Academy a basis for

selecting those objectives that need the most attention. Plans should be made on resolving the problems and other constraints raised by the participants. Continuing evaluation plans should be developed for the second phase of the evaluation. The second phase should include, in part, a short survey related to the initial survey to provide a follow up and a continuity of findings on the participants' perceptions. A full scale evaluation is represented by the diagram below:

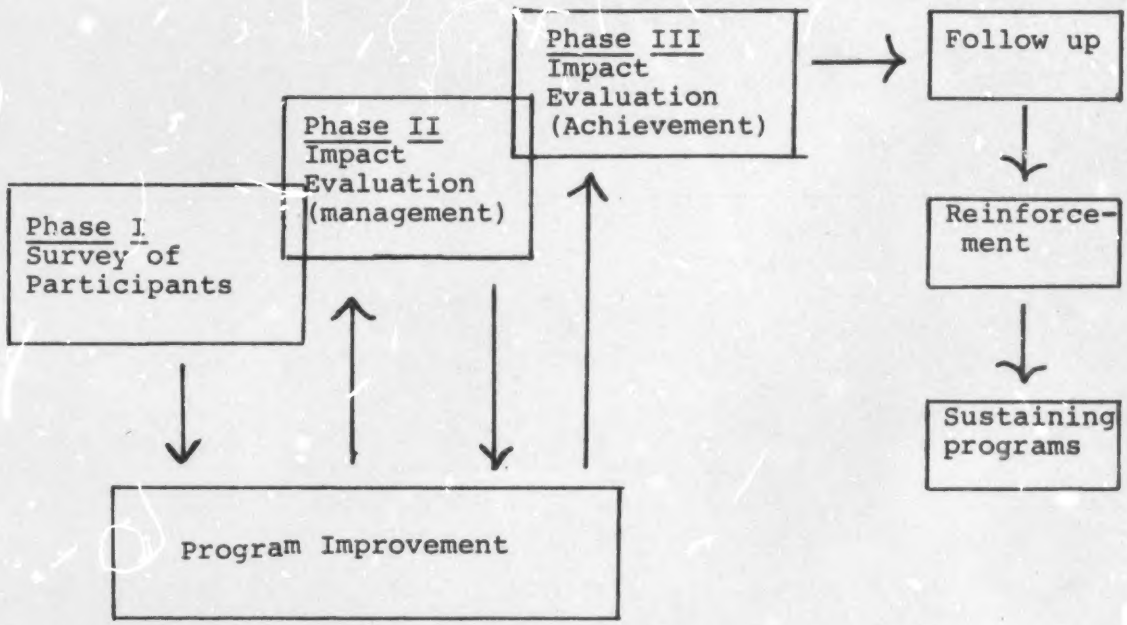

Figure 1. Evaluation Paradigm

This paper focussed on "management" as one of the five components of education in the symposium on "Effective Schools: Making Education Components Work." The other components discussed by our colleagues are teaching, research, learning,

and evaluation. As mentioned earlier there are "confounding variables" that have to be taken into consideration to measure the net effect of a program. Of course, when all the five components work effectively to run the school system with optimum results, then these confounding variables would be, in great part, the sum total of these education components at work!

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ATTACHMENT I

List of Objectives by Session Numbers

(Attachment 1-1)

List of Objectives by Session Number

First Session:

(1) Identify the characteristics and actions of a leader

(2) Assess their leadership potential and style

(3) Determine organizational factors which inhibit and/or promote the emergence of leaders

(4) Relate leadership skills to the attainment of organization objectives

(5) Mobilize and utilize team building skills and team leadership to accomplish expected objectives

Second Session:

(1) Identify the responsibility to initiate, hold and follow through on disciplinary hearings

(2) Use procedures which meet all legal, union, school policy, and state requirements

(3) Specify and use appropriately, laws and policies that affect both student and staff.

Third Session:

(1) Operationally define planning

(2) Identify the purposes and kinds of planning

(3) Determine the planning responsibilities of all system managers.

(4) Identify the characteristics of an effective plan

(5) Agree on the essential steps in the planning process

(6) Write a plan of action

Fourth Session:

(1) Identify staff behaviors that require corrective discipline

(2) Initiate appropriate disciplinary procedures which are corrective rather than punitive

(3) Take and keep control when faced with a situation that requires corrective discipline

(4) Follow legal mandates of Due Process and Just Cause in all disciplinary cases involving corrective discipline

Fifth Session:

(1) Establish the purpose of staff appraisal

(2) Differentiate between appraisal and discipline

(3) Conduct pre- and post- observation conferences

(4) Develop performance expectations and objectives with the staff

(5) Create an environment for performance improvement

(6) Develop and implement plans for improving staff performance